**Foreign Language**

**Daily Lesson Plan Template**

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| **Name** | **Yao Huang** | **Date** |  |
| **Class/level** | **Level 2** | **Unit/Theme** | **Global Challenges** |

**This lesson addresses (check those that apply):**

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| **×** | Vocabulary Development | **×** | Interpretive Mode – Listening or Reading |
|  | Language Structure/Grammar | **×** | Interpersonal Mode - Speaking |
| **×** | Culture Concept |  | Presentational Mode – Speaking or Writing |

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| **Functional Language Goal(s):** | • Students will be able to name various pollutions and exchange information related to pollution in Chinese. |
| • Students will be able to understand Chinese perspectives towards environment issues. |

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|  | **Procedures** | | **Mode** | **Time**  How much time will you spend throughout the class, if not all at one time? | **Materials/**  **Resources/**  **Technology**  Be specific. What publisher produced materials will you use? What materials will you develop? What materials will you bring in from other sources? |
| **What will you do as the teacher?** | **What will students do?** |
| **Anticipatory Set** -  get students’ attention, state objectives, warm-up connected to lesson goals | The teacher displays a video to show the serious environment pollution in China. (<http://www.nytimes.com/interactive/2007/08/26/world/asia/choking_on_growth.html#story3>) | Students brainstorm the names of various pollutions. | interpretive | 5 min | A set of pictures, from baidu.com |
| **Providing Input** - engaging learners, teaching new concepts | The teacher brings in some authentic information on how the Chinese feel about environmental issues and also statistics showing that several pollutions in China are getting worse.  The teacher presents and explains environmental logos found in China. The teacher also models a conversation using one of the logos. (Guided conversation: 这个标识的名字叫做节约能源。我喜欢这个标识。因为我认为在这个标识里，手代表节约，火代表能源，心的形状代表用心去节约能源。所以，我喜欢这个标识。) | Students work as a group to compare China’s current situation with the situation in their own country. Students explore and discuss the reasons that caused to the serious pollution in China.  Students take notes during the time. | Interpersonal & interpretive | 25 min | PowerPoint, flash cards. |
| **Guided Participation** – student output leading to meaningful interaction | • The teacher gives each group (2-3 people) different environmental logos found in China. | Students work as a group to discuss the logo according to the guided conversation.  Each student need to write down at least three sentences related to the logo from their conversation. | interpersonal | 10min | Pictures with different logos on them. |
| **Application** – appropriately scaffolded leading to independent communication |  | Groups share their discussion in class. |  | 5 min |  |
| **Providing Input** - engaging learners, teaching new concepts | *if applicable\** |  |  |  |  |
| **Guided Participation** – student output leading to  meaningful interaction | *if applicable\** |  |  |  |  |
| **Application** – appropriately scaffolded leading to independent communication | *if applicable\** |  |  |  |  |
| **Closure / Summative** **Assessment** – knowing that each student met the lesson goals | • The teacher shows logos one by one. | Students write the name of the pollution associated with that logo. | interpretive | 5 min |  |
| **Extension Activities** –  homework, projects, etc, meaningful application of language goals |  | Students are asked to find the environmental logos in their community or on the internet and bring them to the next class. |  |  |  |

\*Providing Input, Guided Participation, Application – These 3 will be repeated as a cycle as often as necessary during a class. Brain research suggests that this cycle matches the attention span of the learner and would not exceed 20 minutes. A 50-minute class would have 2 such cycles. A 90-minute block class would have 4.

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| **Comment on how this lesson connects to the 5C’s. How does this lesson integrate language, culture and content?**  **ACTFL 2c, 4b, 4c** **Culture Content** – Perspectives, Practices, Products:  **ACTFL 2c, 4b**  **Connections** to other content areas: |
| **Communication**: Students work as a group to discuss.  **Connection**: Social study. Students learn and discuss various environmental logos.  **Culture**: Students understand Chinese perspectives towards environmental issues.  **Comparison**: China’s current situation with the situation in their own country. Students explore and discuss the reasons that caused to the serious pollution in China. |